DOCUMENT RESUME

ED 409 414 UD 031 807

AUTHOR	Cutrona, Cheryl; Coleman-White, DeVonne
TITLE	Violence Prevention Initiative Training Manual.
INSTITUTION	Good Shepherd Neighborhood House, Philadelphia, PA.
PUB DATE	95
NOTE	31p.; For related training manuals, see UD 031 805-806.
AVAILABLE FROM	Good Shepherd Neighborhood House Mediation Program, 5356 Chew Avenue, Philadelphia, PA 19138.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Anger; *Conflict Resolution; Juvenile Justice; *Prevention; *Social Workers; *Training; *Urban Youth; *Violence; Workshops; Youth Programs

ABSTRACT

This manual accompanies a workshop for juvenile justice workers (probation officers, social workers, contract providers, and community-based detention providers) that is designed to help them understand conflict and the cycle of violence, manage anger and conflict, use affirmation to reinforce positive behavior, promote skills for success, support peacemaking, and be positive role models. The following units are included: (1) "What Is Conflict?"; (2) "Conflict: Choices and Consequences"; (3) "Conflict at Your Workplace"; (4) "Responses to Conflict"; (5) "Anger Inventory"; (6) "Responses to Anger"; (7) "Feelings"; (8) "Positions, Interests, and Common Ground"; (9) "Planning Constructive Responses"; (10) "Blocks to Listening"; (11) "Active Listening Skills"; (12) "Listening Exercise"; (13) "Communication Blockers--'You' Messages"; (14) "Communicating Effectively--'I' Messages"; (15) "'I' Messages Practice Exercise"; (16) "Reframing"; (17) "Perception"; (18) "Six-Step Conflict Resolution Process"; (19) "Interest-Based Negotiating"; (20) "Guided Roleplay." A 39-item bibliography is included. (SLD)

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VIOLENCE PREVENTION INITIATIVE TRAINING MANUAL

Prepared by
Good Shepherd Mediation Program

Training offered by Philadelphia DHS
Division Of Juvenile Justice Services
Court And Community Services
in conjunction with
Good Shepherd Mediation Program

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GOOD SHEPHERD MEDIATION CENTER
5356 Chew Avenue
Philadelphia, PA 19138
(215) 843-5413
(215) 843-2080 FAX
shepherd@libertynet.org E-mail

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5356 Chew Avenue
Philadelphia, PA 19138
(215) 843-5413
(215) 843-2080 FAX
shepherd@libertynet.org E-mail

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Cheryl Cutrona, Executive Director
DeVonne Coleman-White, School Mediation Project Manager

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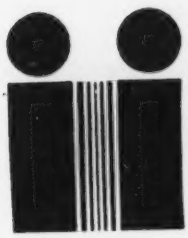

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(215) 843-5413
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shepherd@libertynet.org E-mail

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ABOUT THE VIOLENCE PREVENTION INITIATIVE

DJJS and the Good Shepherd Mediation Program are collaborating to bring this training opportunity to probation officers, social workers, contract providers and community-based detention providers.

The purpose of the Violence Prevention Initiative is to institutionalize a constructive, peaceful response to anger and frustration. This response emphasizes communication, conflict resolution and an understanding the cycle of violence. The goal is for all juvenile justice service providers to present a consistent response to youth throughout the system.

VIOLENCE PREVENTION INITIATIVE TRAINING

PURPOSE

This workshop, designed for juvenile justice workers, will help you (1) understand conflict and the cycle of violence; (2) manage anger; (3) manage conflict; (4) use affirmation to reinforce positive behavior and build self esteem and respect of self and others; (5) offer youth success skills that they will take with them when they re-enter society such as cooperation, communication and critical thinking (problem solving and decision making); (6) nourish peacemaking; and (7) be a positive role model.

TRAINING CONCEPTS

The workshop is a lively combination of self assessment; dialogue; experiential exercises; coached roleplaying; debriefing; and evaluation. The agenda includes:

SESSION I

- What is conflict?
- Conflict Management Styles
- Anger Management Strategies
- Active Listening and Communication Skills
- Perceptions and Attitudes
- Choices and Consequences
- Critical Thinking Skills
- Putting it all Together: A Six-Step Process for Fighting Fair
- Setting a Peaceful Climate

SESSION II

- Follow-up: Dialogue to Reflect, Review, and Refresh

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WHAT IS CONFLICT?

What words do you associate with conflict?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

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CONFLICT: CHOICES AND CONSEQUENCES

Interpersonal conflict is a disagreement between two or more people. Conflict is normal. It will always be a part of your life. How you deal with conflict affects the outcome. Conflicts have three possible outcomes:

- **LOSE/LOSE** – nobody is happy with the outcome.
- **WIN/LOSE** – only one side is happy with the outcome.
- **WIN/WIN** – everybody feels good about the outcome.

Conflict can be an opportunity for two or more people involved in a disagreement to:

- communicate about the situation
- share how they see the situation differently
- understand each other better
- see if they can agree upon how they will settle their differences in a way that makes each person involved feel better

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CONFLICT AT YOUR WORKPLACE

In small groups, work together to list the types of conflict that occur in your workplace. Be specific. For example, don't list "fighting," explain what the fighting is about. Then identify how each type of conflict is typically resolved. Select one group member to be the recorder. The recorder's job is to write down the group's answers and report them to the large group at the end of this exercise.

CONFLICTS	HOW CONFLICT IS HANDLED
1.	
2.	
3.	
4.	
5.	
6.	
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9.	
10.	
11.	
12.	
13.	
14.	

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RESPONSES TO CONFLICT

AVOIDANCE – lose-lose outcome (none of us gets anything)
ACCOMMODATION – win-lose outcome (you win; I give in; you get everything.)

You can choose to avoid conflict by:

- withdrawing from the situation;
- ignoring the problem;
- denying or hiding your true feelings;
- refusing to admit that controversy exists;
- agreeing with everything that is said;
- following the leader without voicing disagreement;
- giving in and accepting the other person's point or view or ideas (accommodation/capitulation).

Choosing avoidance or accommodation is appropriate if the relationship or problem involved is not important to you. It is also better to avoid a confrontation when one of the people involved is too angry to think rationally. In these situations, postponing the issue until later gives the disputants time to cool off.

Remember: avoiding a problem won't solve it. People who tend to avoid problems are least likely to have their needs met.

CONFRONTATION/COMPETITION – win-lose outcome (I win; I get all my needs met; you get nothing.)

You can choose to confront conflict by using:

- physical force (bullying);
- power of persuasion/manipulation (e.g., bribes, threats, witholding something the other person wants like money, favors, or affection);
- domination/aggression (imposing your own solution on the other person);
- authority over others (e.g, enforcing rules, acting on sanctions like punishment or firing someone from their job, putting them in jail, etc.);
- peer pressure to convince someone that by not joining with the group they will be an outsider.

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A confrontational style of conflict management usually results in a win/lose or lose/lose outcome and does nothing to improve a relationship.

COMMUNICATION/COLLABORATION – win-win outcome (We're in this together; two heads are better than one.)

You choose to communicate by:

- listening to the other person's point of view;
- respecting the other person's feelings;
- taking responsibility;
- agreeing to participate in joint problem solving (e.g., brainstorming, mediating, interest-based negotiating, conciliating, collaborating, etc.);
- cooperating;
- compromise (giving up part of what you want to get something else you want more);
- accepting solutions that satisfy your needs/interests as well as the other person's.

Communicating usually results in a win/win outcome. Even if agreement is not reached, a better understanding of the situation results and the relationship is strengthened.

Example: There is only one orange left.

Competition:	I eat the orange.
Accommodation:	I let you eat the orange.
Avoidance:	Neither of us eats the orange.
Compromise:	We split the orange in half.
Collaboration:	We talk about why we want the orange. I have a cold and want the orange juice for the Vitamin C. You are baking a orange cake and want the rind to put in the recipe. After focusing on our interests, we decide to peel the orange. I make juice and you make a cake! We both get 100% of what we want. That's a WIN-WIN outcome.

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ANGER INVENTORY

What did you learn about expressing anger from the following:

1. FAMILY

2. NEIGHBORHOOD

3. SCHOOL

4. RELIGION

5. LITERATURE

6. PRESS

7. TELEVISION

8. MOVIES

9. OTHER

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RESPONSES TO ANGER

TRIGGER/EVENT	THOUGHT	FEELING	BEHAVIOR
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

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FEELINGS

accepted
afraid
annoyed
anxious
angry
ashamed
bashful
bewildered
bitter
bored
brave
calm
confident
confused
concerned
defeated
defensive
depressed
detached
disappointed
disgusted
disturbed
eager
ecstatic
edgy
elated
embarrassed
enthusiastic
envious
excited
fearful
foolish
free
frustrated
furious
glum
good
guilty
happy
helpless
high
hopeful
hostile
humiliated
hurt
inadequate
indifferent
inhibited
intense
intimidated
irritable
jealous
joyful
lonely
loving
mean
miserable
needed
neglected
nervous
passionate
peaceful
pessimistic
playful
pleased
pressured
protective
puzzled
rejected
relieved
resentful
restless
sad
sensual
sentimental
sexy
shaky
shy
silly
strong
subdued
tender
tense
terrified
tight
tired
trapped
ugly
uneasy
uptight
vengeful
vulnerable
warm
weak
wonderful
worried

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POSITIONS, INTERESTS AND COMMON GROUND

POSITIONS are what people want.

Sometimes people get so locked into demanding what they want, they forget why it is important to them. Examples of positional statements:

- If I don't get a raise, I'll quit.
- Give it to me now.
- You can't make me do it.
- It's not my fault.
- The loan must be repaid by 5:00 p.m. today.
- I won't do it.

INTERESTS are the needs, desires, concerns or fears that motivate a people to take a certain position.

To determine the interests in an interpersonal conflict, ask, **"Why is that important to me?"** and **"Why is that important to [the other person involved in the conflict]?"**

The most powerful interests are basic human needs.

P = Physical needs (e.g., food, water, shelter)

E = Emotional needs which are driven by feelings (e.g., saving face, security, love, appreciation, understanding)

P = Psychological needs which are driven by the ego (e.g., self-esteem, power, control)

S = Social needs (e.g., friendship, sense of belonging, peer acceptance, respect of others)

I = Intellectual (e.g., fun, freedom, competence, order)

COMMON GROUND is shared interests and values.

Listen for areas of common ground that might lead to a solution. If people in conflict can focus on what they have in common rather than their differences, they are more likely to cooperate to resolve the dispute.

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PLANNING CONSTRUCTIVE RESPONSES

EVENT	POSITION	INTEREST	OPTIONS	PROBABLE CONSEQUENCES
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

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BLOCKS TO LISTENING

- Interrupting
- Rehearsing
- Second Guessing
- Day-Dreaming
- Filtering
- Mind-Reading
- Judging

ACTIVE LISTENING SKILLS

- Set the Stage
- Non-verbal Cues/Body Language
- Verbal Cues/Minimal Encourages
- Paraphrase
- Reflect Feelings
- Clarify things you don't understand

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LISTENING EXERCISE

Practice your active listening and summarizing skills in groups of three:

STORYTELLER: Share the details of a conflict in which you are involved, or have recently been involved. If you are unable to think of one, roleplay someone involved in a conflict who you recently read about or saw on television.

LISTENER: Without making judgments or giving advice, listen carefully to the Storyteller, then paraphrase what you heard. Remember to restate subject content and reflect feelings.

OBSERVER: Observe the interaction between the Storyteller and the Listener. Critique the Listener's verbal responses and body language using this scale:

Needs work (1) **Good (2)** **Excellent (3)**

Listener's Verbal Responses

Paraphrased other's feelings and ideas in own words ____

Did not indicate approval or disapproval ____

Did not interrupt ____

Did not give advice ____

Used appropriate and understandable language ____

Listener's Nonverbal Responses

Appropriately set the stage ____

Eye contact ____

Facial expression ____

Tone of voice ____

Posture ____

Verbal and nonverbal messages were parallel (not conflicting) ____

Comments: _____

_____

_____

_____

Repeat the exercise three times so everyone has a chance to practice being the Storyteller, the Listener and the Observer.

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COMMUNICATION BLOCKERS

"YOU" Messages

Most of the messages we send to people about their behavior are "You" messages. These are messages directed at the other person and have a high probability of putting them down, making them feel guilty, making them feel their needs are not important and generally making them resist change. When we use "You" messages, we remove the responsibility for behavior change from the other person. "You" messages tend to put the other person on the defensive and escalate conflict.

- **Ordering, directing, commanding**
  "You do it right now."
  "Shut up and sit down."
- **Warning, threatening**
  "If you do that one more time, I'll smack you."
  "Okay, now you've done it."
- **Preaching, moralizing**
  "Some people never know when to quit."
  "I wish somebody would teach you some respect."
- **Advising**
  "Why can't you be more careful?"
  "How about doing this somewhere else."
- **Judging, criticizing, blaming**
  "I thought you knew better than that."
  "Now see what you've done."
- **Name calling, ridiculing, shaming**
  "You idiot."
  "You should be ashamed of yourself."
- **Interpreting, psychoanalyzing**
  "You must be accident prone."
  "You are just insecure and prejudiced."
- **Teaching, instructing**
  "How would you like it if someone did that to you?"
  "Do you have any idea how much this mess is costing me?"
- **Global statements**
  "You never get it right."
  "You always forget to take out the trash."

[Based on "'You' Messages," in *Conflict Resolution: A Facilitator's Guide* by Diane Guerin and Anita M. Rogers, page 85]

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COMMUNICATING EFFECTIVELY

"I" Messages

An "I" message is a way of communicating how you feel about another person's behavior without blaming. It addresses the behavior, not the person. It allows you to describe what is bothering you, how you feel, and how that person's behavior affects you. "I" messages put the responsibility for modifying the behavior on the other person.

"I" messages have three parts:

1. State how you feel (e.g., I'm annoyed)
2. Describe the other person's behavior
3. Explain the effect the person's behavior has on you

Using "I" messages instead of "you" messages takes some practice.

"You" message:	"You're always interrupting me. Shut up!"
"I" message:	"I get frustrated when I'm interrupted because it distracts me and I lose my train of thought."
"You" message:	"You drive like a maniac. Slow down!"
"I" message:	"It scares me when we drive this fast because I was once in a serious accident."

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"I" MESSAGES PRACTICE EXERCISE

Construct an "I" message to express each of the following gripes:

1. A co-worker who always takes the last drop of coffee and never re-fills the pot.

   Feeling _____

   Behavior _____

   Effect _____

2. A relative who borrowed your new sweater and returned it with a permanent stain.

   Feeling _____

   Behavior _____

   Effect _____

3. A client who is always late to appointments.

   Feeling _____

   Behavior _____

   Effect _____

4. A supervisor who assigns a complicated task 10 minutes before your shift ends.

   Feeling _____

   Behavior _____

   Effect _____

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REFRAMING

Reframing is a technique used to defuse anger and hostility. The respondent summarizes the hostile language using words that are less judgmental, and pointing out positive aspects to shift the emphasis from the hostile person's perception to a more neutral one.

For example, a youth complains: "Bob is a slob. He stuffs dirty laundry under the bed and leaves smelly leftovers and other garbage in the closet."

A possible reframe is, "So you're unhappy with the condition of the room you share with Bob."

The restatement is neutral, does not blame anyone and shifts the perspective.

Practice reframing by responding to the following situations:

1. This is the fourth job interview you've sent me on. Don't you know there are no jobs for people like me?

2. That social worker keeps disturbing my mother. She calls at all hours and stops by without calling first.

3. Jemma's report is poorly written. It's grammatically incorrect, it's got a dozen typographical errors and it doesn't say anything relevant. How could she turn it in like this? What's wrong with her?

4. This slop isn't fit for pigs. I can't eat this.

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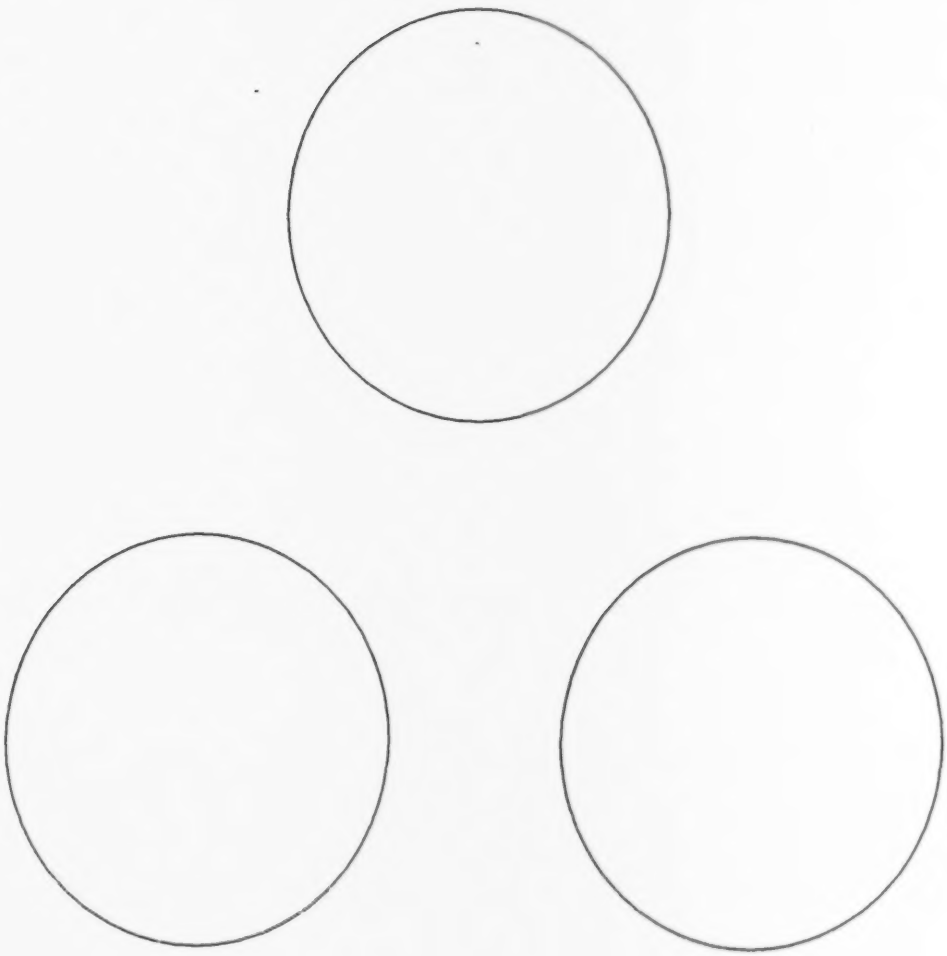
PERCEPTION



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SIX-STEP
CONFLICT RESOLUTION PROCESS

1. **Set the stage**

2. **Tell and hear stories**

3. **Clarify issues to resolve**

4. **Generate options**

5. **Evaluate options**

6. **Reach agreement or make decisions**

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INTEREST-BASED NEGOTIATING

FOR A WISE SOLUTION RECONCILE INTERESTS, NOT POSITIONS

- "Positions" = what the disputant wants. Each disputant may be locked into a pre-determined solution to the conflict. For example, a homeowner's position may be that he/she wants the factory down the street from his/her house to be shutdown.
- "Interests" = why the disputant wants it. Interests are what motivate disputants to take a position. For example, one of the homeowner's interests might be concern about chemicals being used in the factory leaking into the water supply.

IDENTIFY INTERESTS

- Ask "What concerns you about this situation?"
- Use role reversal to help disputants understand each other's interests.
- Realize that each side has multiple interests.

RECOGNIZE THAT THE MOST POWERFUL INTERESTS ARE BASIC HUMAN NEEDS

- Security
- Saving face
- Economic well being
- A sense of belonging
- Recognition
- Control over one's life

SEPARATE "INTERESTS" FROM "POSITIONS"

IF YOU ARE INVOLVED IN AN INTERPERSONAL CONFLICT:

- Listen without judging; communicate without blaming.
- Actively listen to the other side's point of view.
- Be hard on the problem, soft on the people: Express your interests without personally attacking the other side. Laying blame will only make the other side become defensive and stop listening.
- Separate the people from the problem.
- Be specific.
- Make sure you understand the other side's point of view and the other side understands your point of view.
- Establish and acknowledge the importance and legitimacy of each side's interests. "If you want the other side to appreciate *your* interests, begin by demonstrating that you appreciate *theirs*."

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FOCUS ON FUTURE CONCERNS RATHER THAN PAST INTERESTS

- Look forward, not back.
- Don't get stuck rehashing old business over and over. Admit that there is a conflict/problem and focus on how to resolve it.

PUT THE PROBLEM BEFORE THE ANSWER

- "If you want someone to listen and understand your reasoning, give your interests and reasoning first and your conclusions or proposals later."

COMMIT YOURSELF TO YOUR INTERESTS NOT YOUR POSITION

- Be concrete but flexible.
- Convert interests into solid options.
- Keep an open mind; think in terms of more than one option.
- Be firm but open to the other side's point of view.

LIST EACH SIDE'S INTERESTS

- Sort out the various interests of each side and write them down so you will remember them.
- Prioritize the list.

LOOK FOR MUTUALLY ADVANTAGEOUS SOLUTIONS

- "Behind opposed positions lie shared and compatible interests, as well as conflicting ones."
- Generate a variety of possibilities before deciding what to do.
- Base solutions on objective standards.
- Look for solutions that will improve, or at least not damage, the relationship between the parties.

REALITY TEST EACH OPTION

- Evaluate proposed solutions by predicting possible outcomes and analyzing the consequences.
- Look for efficient and durable resolutions.

[Based on *Getting to Yes: Negotiating Agreement without Giving In* by Roger Fisher and William Ury of the Harvard Negotiation Project, Boston: Houghton Mifflin Co., 1981.]

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GUIDED ROLEPLAY OBSERVATION CHECKLIST

Were there words or actions that noticeably escalated the conflict?

Were there words or actions that noticeably defused the conflict?

Did you notice each of the six steps?

- ☐ Set the stage
- ☐ Tell and hear stories
- ☐ Clarify issues to resolve
- ☐ Generate options
- ☐ Evaluate options
- ☐ Reach agreement or make decisions

What skills did you notice the participants using?

- ☐ Active listening
- ☐ Paraphrasing
- ☐ Reflecting feelings
- ☐ Consistent verbal and nonverbal cues
- ☐ Reframing
- ☐ "I" Statements
- ☐ Perspective sharing (role reversal)
- ☐ Focus on interests rather than positions
- ☐ Focus on future behavior rather than past

What skills were most effective?

Was there anything you would do differently?

Other comments?: _____

_____

_____

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TRAINING TEAM

DeVonne Coleman White, the Training Manager at Good Shepherd Mediation Program, has been mediating since 1985 and training since 1987. Her expertise includes designing and conducting conflict resolution and mediation training in the areas of family, school, community and juvenile justice. Ms. White will be assisted by the Good Shepherd Mediation Program Training Staff which includes: **Elayne Johnson, Bob Napper, Mary Beth Flynn, Elisa Hines, and Anna Beale.**

ABOUT GOOD SHEPHERD MEDIATION PROGRAM

The Mediation Program is a community-based, nonprofit neighborhood justice center which provides quality mediation, training and consulting services to individuals, families, private organizations and public agencies. The Training Staff develops model mediation training programs which have been replicated internationally, and trains adults and youths in conflict resolution; basic mediation; peer mediation; anger management; and intergroup relations. The Mediation Program is the recipient of the 1993 Louis D. Apothaker Award from the Philadelphia Bar Foundation and was named 1992 Best of Philly Good Samaritan by the Philadelphia Magazine.

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